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Learning Task Analysis

Identified in the Needs Assessment, first, second, and third grade teachers in the Cheney School District need additional training and materials in order to ensure that second grade students meet the new math standards for telling time to mastery. This learning task analysis will focus on the learning goals, types of learning, learning objectives, and analysis necessary to complete this innovation model of instruction.

Learning Goal

The learning goal of this innovation model of instruction is for teachers to have the materials and training necessary to effectively introduce and teach to mastery the mathematical concept of telling time in second grade.

Gagne’s Learning Outcomes

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| **Learned Capability** | **Overarching Understanding Desired** | **Objectives** |
| **Declarative Knowledge** | The learner will be familiar with the new materials and supplemental support curriculum. | The learner will demonstrate and assess successful use of the new materials and supplemental support curriculum. |
| **Discriminate** | Teachers will discriminate between supplemental materials to determine which ones meet the standards . | Given a stipend, teachers will purchase on-line subscriptions and additional materials to support this standard. |
| **Concept** | New materials, supplemental curriculum, and stipend are only to be spend on supporting the new telling time standard. | Only those products that meet the telling time standard are purchased. |
| **Rules/Procedure/Principles** | Stipend money must be spent within one school year and only spent on time telling supplements. | Teachers obtain and begin implementing use of materials in the classroom. |
| **Problem Solving** | Rules and procedures guide solving other problems related to the new math standards. | Teachers use the rules and principles to solve other problems related to the math standards. |
| **Attitude** | Overall attitudes toward this program will be positive and appreciative. | The teacher will choose appropriate supplemental materials and enthusiastically implement their use. |
| **Psychomotor** | Allowing students hands-on activities and manipulatives will reach all learners. | Teachers will use manipulatives to strengthen psychomotor skills. |
| **Metacognitive Strategy** | Reflection leads to meaningful lessons. | Teachers will collaborate and reflect on the success of the program. |

Prerequisites

Teachers need to be experts on the new math standards as well as the chosen core curriculum in order to effectively identify the gaps within the curriculum relating to telling time. These gaps will be filled by the supplemental material and curriculum Every Day Counts calendar program purchased by the District and individually selected supplemental materials purchased with the stipend funds. Teacher knowledge of current core curriculum and the new math standards will be assessed through a Survey Monkey information gathering survey.

Conclusion

In conclusion, this task analysis provides a clearly defined goal and objectives for how teachers in the Cheney School District will meet the new second grade math standard for telling time. All teachers will participate in using the new curricular supplements and collaboration time. Teachers will be afforded choice in determining how to support this standard by purchasing items with their stipend. Attitudes and progress will be frequently surveyed and assessed to ensure success of this endeavor.